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ABSTRACT

This package is the first of twelve in the Skills for Adult Guidance Educators (SAGE) system, which provides instruction in a set of necessary competencies specifically designed for adult education counselors, teachers, and paraprofessionals. The materials provide a process for developing and implementing counseling and guidance programs unique to different target populations, program settings, and local conditions. Contents include eleven modules that pertain to three role statements. The role statements describe the trainee objectives to demonstrate (1) ability to differentiate between the concepts of guidance and counseling (1 module), (2) articulation of personal counseling theory and its theoretical basis (3 modules), (3) ability to carry out a one-to-one counseling session (5 modules), and (4) ability to conduct a guidance interview to achieve a specific end (2 modules). Each module contains some or all of the following information: topic, learning objective, rationale, preassessment, learning activities, postassessment, and appended materials (supplemental activities, tape transcripts, and articles). (YLB)

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SKILLS FOR ADULT GUIDANCE EDUCATORS.

Package 1

Guidance and Counseling: Theory and Techniques

Developed by

the

ADULT EDUCATION PROGRAM

of the

Northwest Regional Educational Laboratory
710 S. W. Second Avenue
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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Introduction

Due to the nature of the skills necessary to achieve competence in the area of individual counseling techniques, it is recommended that close supervision and guidance be provided for modules 3.1 through 3.5 and 4.1, 4.2. The supervisor should have a knowledge of counseling theory, skills, and techniques. These modules should be completed in an educational setting where the learner will have access to reference materials in counseling and personnel who are qualified counselors or counselor educators.

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Role Statement 1.0

Demonstrate ability to differentiate between the concepts of guidance and counseling

MODULE 1.1

TOPIC

Differentiate between the concepts of guidance and counseling.

LEARNING OBJECTIVE

The trainee will exhibit a knowledge of the distinguishing characteristics of guidance and a knowledge of the distinguishing characteristics of counseling.

RATIONALE

The counseling function is only one aspect of the overall guidance function. The counseling function has approaches and goals unique to itself. Many persons seek interpersonal counseling through first contact with the guidance function. However, there are many guidance functions which do not constitute counseling. It is therefore necessary that people working in adult education have a firm grasp of the differences between guidance and counseling functions. This module is designed to acquaint the trainee with some of the basic characteristics and functions of guidance and of counseling.

PREASSESSMENT

The trainee will complete the module by discussing or submitting a written report on the following criteria to a supervisor for evaluation:

1. The trainee will list or state at least two distinguishing characteristics of guidance
2. The trainee will list or state at least two distinguishing characteristics of counseling
3. The trainee will list or state at least two differences between the functions of guidance and counseling

LEARNING ACTIVITIES

Learning Activity One

Read thoroughly at least two of the following suggested references or locate references of your own choice.

Jones, A. J., et al. Principles of Guidance Sixth Edition. New York: McGraw-Hill, Inc., 1970, pp. 87-179.

Kowitz, Gerald T. and Norma Giess Kowitz. Operating Guidance Services for the Modern School. New York: Holt, Rinehart and Winston, Inc., 1968, pp. 1-134.

Peters, Herman J. and Gail F. Farwell. Guidance: A Developmental Approach. Chicago: Rand McNally & Company, 1967 (second edition), pp. 1-55.

Shertzer, Bruce and Shelly C. Stone. Fundamentals of Guidance. Boston: Houghton Mifflin Company, 1966, pp. 171-172, 268-289, 137-161.

Learning Activity Two

By means of these or other references, list at least two distinguishing characteristics of guidance.

Learning Activity Three

By means of these or other references, list at least two distinguishing characteristics of counseling.

Learning Activity Four

By means of these or other references, list at least two differences between the functions of guidance and counseling.

POSTASSESSMENT

Complete the Preassessment.

Role Statement 2.0

Demonstrate articulation of personal counseling theory and its theoretical basis

GLOSSARY OF

TERMS FOR

MODULES 2.1, 2.2, 2.3

INTERNAL CONSISTENCY	The elements within the theory that are virtually free from contradiction.
LOGICAL INTERRELATION	The elements within the theory that enable one to see coordination and logical reasoning.
OPERATIONAL FACILITY	The elements within the theory that enable it to be put into practice.

MODULE 2.1

TOPIC

Communicate knowledge of three contemporary counseling theories.

LEARNING OBJECTIVE

The trainee will have a knowledge of three contemporary counseling theories demonstrated by comparing and contrasting three theories which may be chosen from this list: Individual Psychology, Rational Emotive, Client-Centered, or Behavioral Counseling.

RATIONALE

Theory in counseling can provide a consistent framework from which the counselor can understand and explain phenomena. A counseling theory can aid a counselor in developing sensitivity toward himself and his clients, provide methods for problem solving, produce attitude change for the counselor and client, remove blocks inhibiting further personality development and prevents a dependency or interdependency relationship between the client and the counselor.

PREASSESSMENT

Compare and contrast the three theories of counseling you have chosen with the following questions:

1. What is the nature of man?
2. What are the goals of counseling?
3. What is the role of the counselor?
4. How does the client's problem emerge?
5. How does the client change?

Three staff members or supervisor will evaluate answers to the five questions according to this scale.

Outstanding: Shows almost complete knowledge about the three chosen theories

Satisfactory: Shows adequate but not complete knowledge on the three chosen theories

Unsatisfactory: Shows little or no knowledge about the three chosen theories

The responses will be read independently and a "satisfactory" or better will be considered passing on each question. Two out of three staff members must score every point as "satisfactory" or better in order for the trainee to pass. (The scoring may be done by supervisor.)

LEARNING ACTIVITIES

Watch, listen to, or read a dialogue of a counseling session and answer the following questions:

1. What seems to be this counselor's theory of the nature of man? Compare and contrast this counselor's theory of the nature of man to the three theories you have chosen.
2. What seems to be this counselor's goals? Compare and contrast this counselor's goals to those goals of the theories you have chosen.
3. What seems to be the role of this counselor? Compare and contrast his role to the roles of the counselor in the theories you have chosen.
4. How does the client's problem seem to emerge? Compare and contrast this emerging problem with the beliefs of the theories you have chosen.
5. How has the client changed? Compare and contrast how this client changed to the beliefs of the three theories you have chosen.

Read thoroughly from the following list or from sources of your own choosing, those sections pertaining to the theories you have chosen.

1. Theories of Personality by Hall and Lindzey
2. Psychotherapy and Counseling by Sahakian
3. Theories of Counseling by Steffire
4. Beyond Theories of Counseling by Carkhuff and Berensen
5. Theories of Counseling and Psychotherapy by Patterson
6. 36 Systems, Psychoanalysis and Psychotherapy by Harper

POSTASSESSMENT

Complete the Preassessment.

MODULE 2.2

TOPIC

State and support personal counseling theory.

LEARNING OBJECTIVE

The trainee will be able to state a personal counseling theory in writing. The trainee also will be able to support a personal counseling theory verbally before three qualified staff members.

RATIONALE

After studying three or more theories of counseling, the trainee has probably internalized what he likes the most about each of the theories, what he likes least about each of the theories, and possibly what he would incorporate or originate into his own theory of counseling. In other words, the trainee forms ideas of what type of counselor he would be comfortable being, ideas that come from his own individualized matrix, his personality. Formulating and explaining a personal theory of counseling enables one to gain knowledge of one's self on everyday and universal issues. If a counselor knows where he stands within himself, he will have a good idea where he stands on counseling issues. His behavior will be certain, consistent, and decisive. His ideas on issues and conflicts in counseling can be boiled down to his philosophical attitudes on the nature of the unwise and of man.

PREASSESSMENT

Part One

Submit to three qualified staff members, in writing, your personal counseling theory. Include the following points:

1. What is the nature of man?
2. What are your goals in the counseling relationship?
3. What is your role as a counselor?
4. How does the client's problem emerge?
5. How does the client change?

Part Two

Before three qualified staff members be prepared to answer questions about your personal counseling theory pertaining to the following:

1. Internal consistency
2. Logical interrelationship
3. Operational facility

The three staff members will judge the trainee's responses according to the scale below.

Outstanding: Complete internal consistency, logical interrelationship, and operational facility as demonstrated verbally by the trainee

Satisfactory: Adequate verbal demonstration of the above characteristics.

Unsatisfactory: Poor verbal demonstration of the above characteristics.

Two out of three staff members must pass the trainee on all three points with a "satisfactory" or better.

LEARNING ACTIVITIES

Learning Activity One

Observe or listen to several counseling sessions. Answer the following questions about the counseling sessions:

1. What do you believe to be this counselor's theory of the nature of man?
2. What seems to be this counselor's goals of counseling?
3. What seems to be this counselor's role?
4. How has the client's problem emerged?
5. How has the client changed?

Make a note of those above characteristics that you personally liked and disliked.

Learning Activity Two

Using a real-life situation, when you somehow helped an individual with a problem they were having, write a report answering the following:

1. What seemed to be the problem?
2. How did you relate to him/her?
3. How did you make him/her comfortable?
4. What were your goals or hopeful outcomes?
5. What was your role?
6. What was your opinion of the origin of the person's problem?
7. How did the person change?
8. What could you have done differently to help the person even more than you did?

Learning Activity Three

Using information from the previous module, personal experiences, and creative ideas, write your personal theory of counseling including the following points:

1. What is your belief of the nature of man?
2. What will be your goals in the counseling relationship?
3. What will be your role as a counselor?
4. How do you feel the client's problems emerge?
5. How do you feel the client will change?

Note: Be sure when answering the above questions to check for (a) internal consistency, (b) logical interrelationship, and (c) operational facility.

POSTASSESSMENT

Complete the Preassessment.

MODULE 2.3

TOPIC

Communicate personal counseling theory.

LEARNING OBJECTIVE

The trainee will be able to demonstrate his own personal theory of counseling by means of a tape (audio and/or video) recorded counseling session. The trainee also will be able to evaluate his counseling session by comparing it to the consistencies and inconsistencies of his personal counseling theory.

RATIONALE

It is one thing to be able to write a personal theory of counseling and another to be able to follow through and use it. It is important to put to use our own theory to see if it works. A theory may sound good and enticing on paper, but its operational facility may be impaired because of various reasons. It also is important for the counselor to clear up inconsistencies between his theory and his actual practice.

PREASSESSMENT

The trainee will present to three qualified staff members a copy of his personal counseling theory and an audio and/or video tape of one of his counseling sessions. The staff member will judge the trainee's counseling theory and the trainee's performance on tape and analyze the two (theory and performance) for internal consistency, logical interrelationship, and operational facility.

The three staff members will judge the trainee according to the scale below.

Outstanding: Complete internal consistency, logical interrelationship, and operational facility

Satisfactory: Adequate facility in the above characteristics

Unsatisfactory: Poor facility in the above characteristics

The trainee will then be given the opportunity to evaluate his own performance by answering the following questions verbally:

1. Is your counseling session internally consistent? If not, where does it differ?

2. Is your counseling session logically interrelative? If not, where is it not?

3. Does your counseling session have operational facility? Where could it be improved?

4. If you had this counseling session to do over again, what would you do differently to possibly improve the outcome?

The three staff members will then review the initial judgments and will give the trainee his final rating. Two out of three staff members must give the trainee a "satisfactory" or better on all three points (internal consistency, logical interrelationship, operational facility) to pass.

LEARNING ACTIVITY

A practicum situation will be set up by the trainee. The trainee is to practice counseling on his own clientele and will report once a week to a qualified staff member (or other competent person). One tape recorded counseling session per week will be required for six consecutive weeks. The trainee must spend at least five hours per week in his practicum setting.

POSTASSESSMENT

Complete the Preassessment.

Role Statement 3.0

Demonstrate ability to carry out a one-to-one counseling session

GENERAL INSTRUCTIONS FOR MODULES 3.1 - 3.5

The purpose of the modules within this role statement is to prepare the trainee to carry out a one-to-one counseling session using those concepts found in the first four modules. The fifth module is a synthesis of the first four. Therefore, if the trainee feels competent to carry out a one-to-one counseling session, he can decide to take the preassessment for module 3.5 and be judged according to the criteria given there. If he passes, he will have then successfully completed all of the modules within the role statement.

If the trainee does not successfully complete any part of the preassessment for Module 3.5, he should refer to the Learning Activity in Module 3.5.

If the trainee does not feel competent to carry out a one-to-one counseling session, he should complete Modules 3.1 through 3.4 in sequence before attempting Module 3.5.

GLOSSARY OF

TERMS FOR

MODULES 3.1, 3.2, 3.3, 3.4, 3.5

ASSURANCE/ REASSURANCE	Lead used to make the client feel better and to reduce worry or concern; should be used carefully as it tends to transfer responsibility from client to counselor.
CLARIFICATION	Response used by the counselor to help him understand what the client means; counselor verbalizes what he thinks the client is trying to say without changing content of client's statement.
CLIENT-CENTERED THERAPY	Sometimes known as "Non-directive Therapy." It is derived from the work of Carl Rogers and the basis for it lies in the proposition that the client has the potentiality within him for growth and development. The main function of therapy is to provide an atmosphere in which the client feels free to express himself, and gradually re-organize his perceptions of himself and the world about him.
EMPATHY	Communication to the client that the counselor understands the client's situation, perceives the client's feelings and attitudes, and sees the world as clearly as possible from the client's point of view without becoming directly involved in those feelings. Thus, the counselor senses hurt or pleasure of the client and perceives the causes, but without losing objective reality.
EXPLANATION	Response used to help client understand why he might be feeling the way he is; a hunch that is thrown out for the client's response.
INTEGRATION	The bringing together into a whole or total unit many small parts. A synthesis of parts of a whole.
INTERPRETATION	Lead used in which the counselor states something which can be inferred from what the client has said or done but which the client has not specifically discussed.
LEADS/RESPONSES	Communications by the counselor used to facilitate discussion between client and counselor and to aid in greater self-understanding on the part of the client.

MM-HM	Lead used by counselor to indicate that he is interested in what the client is saying and that he understands and accepts what is being said; may be a "yes" or a nod of the head.
NON-VERBAL BEHAVIOR	Also known as "body language" or kinesics. It is an unconscious or conscious attempt at communication between counselor and client. Each movement is conceived of as having adaptive, expressive, and defensive functions.
QUESTION	Lead used by the counselor in order to secure more information from the client in a direct manner.
RAPPORT	A counseling relationship in which the client feels confidence and trust in the counselor, interest in the client, and where there is a common goal of facilitating the development of the client.
REFLECTION	Lead in which the counselor tries to express verbally the attitudes or feelings of the client.
RESTATEMENT	Response in which the counselor merely restates the words of the client in an attempt to help him see how he sounds.
SELF-CONCEPT	An organized way of looking at oneself. It is the perception of oneself which is available or admissible to awareness, i.e., it is conscious.
SILENCE	Response used to let the client continue with what he was saying.
SUGGESTION	Lead used to suggest possible courses of action without telling the client what to do; counselor supplies ideas.
UNCONDITIONAL POSITIVE REGARD	Emphasis lies on the fact that there are no conditions attached to the acceptance of the client by the counselor. The counselor experiences this unconditional positive regard for his client to the extent that he finds himself feeling a genuine acceptance for all aspects of the client. This implies that the counselor is not appraising the client, but rather is prizing him no matter what feelings and motivations the client experiences during the interview.

MODULE 3.1

TOPIC

Develop skill with leads and responses.

LEARNING OBJECTIVE

The trainee will demonstrate an awareness of a variety of leads and responses in a taped interview.

RATIONALE

There are many leads and responses used in counseling. Included in this module are the most commonly used leads and responses which should be mastered by the counselor. The knowledgeable use of leads and responses facilitates communication between the counselor and the client and serves to structure the interview.

PREASSESSMENT

(1) List, define, and give examples of ten leads/responses.

(2) Make a tape demonstrating the use of at least eight leads/responses.

Criteria for Evaluation

The trainee will obtain an average score of two or above on a scale of one to three on each of the following as evaluated by three judges or supervisor (see criteria for evaluation of leads/responses in Appended Materials):

a. Were the leads/responses a necessary component to the interview?

b. Did they elicit further essential information from the client?

c. Did the leads/responses seem appropriate?

d. Did the counselor's leads/responses demonstrate understanding of the client's statement?

e. Did the leads/responses seem to enhance the natural flow of the interview?

LEARNING ACTIVITIES

Learning Activity One

Read at least one of the two suggested references below:

Benjamin, Alfred. The Helping Interview. Boston: Houghton Mifflin Company, 1969, pp. 108-155.

Miller, Lyle L. Counseling Leads. Boulder, Colorado: Pruett Press, 1962.

Learning Activity Two

Read the transcript in Appended Materials section of this module which discusses leads/responses.

Learning Activity Three

Fill in the blank at the end of each example and tell which lead/response is being used.

List of leads/responses. Suggestion; interpretation; explanation; reflection; clarification; question; assurance/reassurance; restatement.

a. Client: I was very upset and tired.

Counselor: You were very upset and tired.

_____

b. Client: I am so mad, I think I might do something desperate!

Counselor: You're so angry, you're afraid you will lose control!

_____

c. Client: He is a real heavy person.

Counselor: Could you explain what you mean by "heavy"?

_____

d. Client: I'm not so sure that I should take this job.

Counselor: Why don't you try it for a week and see how it works out?

_____

e. Client: I don't think I'll do very well on that test next week.

Counselor: What are you worried about?

_____

f. Client: I know I won't be able to make the grade I want.

Counselor: Well, let's look; you've made good grades so far.

_____

g. Client: I was so angry with my boss—he made me so mad! But I couldn't tell him.

Counselor: You couldn't let him know how you really felt.

_____

h. Client: I'm usually not this nervous when I talk to strangers.

Counselor: It might be because you are anxious about what we are going to do while you're here.

_____

i. Client: I'm not able to do the things I enjoy because this volunteer job takes so much of my energy and time.

Counselor: You feel the work is keeping you from doing things you enjoy and you're blaming it for not being able to do other things.

_____

j. Client: The people at work come by my desk but never stop to talk with me.

Counselor: They come by but never stop.

_____

Answers

a. restatement
b. reflection
c. clarification
d. suggestion
e. question
f. assurance
g. reflection
h. explanation
i. interpretation
j. restatement

POSTASSESSMENT

Complete Preassessment.

APPENDED MATERIALS

CRITERIA FOR EVALUATION OF

LEADS/RESPONSES

		3 Very Good	2 Average	1 Poor
a.	Were the leads/responses a necessary component to the interview?	_____	_____	_____
b.	Did they elicit further essential information from the client?	_____	_____	_____
c.	Did the leads/responses seem appropriate?	_____	_____	_____
d.	Did the counselor's leads/ responses demonstrate understanding of the client's statement?	_____	_____	_____
e.	Did the leads/responses seem to enhance the natural flow of the interview?	_____	_____	_____

TRANSCRIPT: LEADS/RESPONSES

The following interchange between client and counselor illustrates various leads and responses used by a counselor. These leads/responses may not always be the most appropriate, but are used here to demonstrate a technique. Try to decide which lead or response is being used by the counselor. Each counselor response is identified in brackets.

Client:

> Well, as you know I'm a teacher and I teach in college. And I have a student that has been just driving me crazy. She's really been bugging me and I just can't tolerate it. She's always whining about something. And everything is always wrong; nothing's ever right. She whines and she cries about everything; it doesn't make any difference what it is. That's the way she is.

Counselor:

> So you have a student that's really getting on your nerves. [Reflection]

Client:

> Yeah. She really does bug me. She seems like, and I've heard her say that everybody is always picking on her. You know, everybody has a grudge against her and everybody's trying to get her or something. I don't have any idea why she says that except I know that everybody else feels about her the same way I do, so she may be picking up feedback that people don't like her.

Counselor:

> Everybody's feeling about the same way you do about it. [Restatement]

Client:

> Yes. She comes in and talks to me about how other teachers are doing this and that to her, and I know she goes to other teachers and asks about me and, because, everybody talks about it. She keeps going to everybody and talking about everybody else but never seems to want to do anything about it. So one thing that I've done when she's begun to talk to me about another teacher is that finally I just had to say to her that that's a problem between her and this other teacher and there's nothing I can do about it. Nothing I can do to handle the situation so if she wants something done about it, she's going to have to talk

she wants something done about it, she's going to have to talk to that person about it and not talk to me.

Counselor:

That's seems like a pretty good thing to do to get over the problem with you, with her running to you. [Assurance]

Client:

Yeah. It has helped a little bit with that problem, but, gee! She's still really bugging me about a lot of other things.

Counselor:

You're really angry toward her. [Interpretation]

Client:

Angry! Sometimes I could strangle her! She drives me nuts!

Counselor:

[Silence]

Client:

She comes in, well, she makes an appointment and says she has to come in to talk to me about something. But she comes in, sits down and either begins to tell me about her home life, her situation; her husband doesn't like her or her kids are really bugging her or else she'll start to bawl or something. Now I don't know what she can come in for. I mean, I do. She says she can come in for, like I'm having her write a paper. She says she has come in to talk to me about the paper. But unless I just drag something out of her, she never says a word about the paper, but I know she hasn't thought about it before she comes in. I have to practically drag everything out of her till she just ... she just does not think on her own. She has somebody else to think for her.

Counselor:

How are you feeling when this is happening? [Question]

Client:

Well, it irritates me because I don't have time with everything else I have to do to sit around and wait for her to decide when she wants help and what she wants help for. I just don't have that kind of time.

Counselor:

What do you think would happen if you told her what you just told me? [Suggestion]

Client:

Well, I'm sure that's what I'm going to have to do, because if I don't, nothing's going to get settled and she's still coming in and I'm still going to be having the feelings that I have about it, so I'm sure I'm going to have to talk to her about it. It's just that it's going to be an uncomfortable situation.

Counselor:

You feel like it's going to be a difficult thing to do. [Interpretation]

Client:

I don't know what she's doing. I can't quite figure her out because she talks to me and she talks to the other teachers and I understand she's even going for some help from a counselor about her marriage and her little girl that's really bugging her. And I can't quite figure out why she keeps running around talking to all these people and then not doing anything.

Counselor:

I wonder if it could be that maybe this is a way for her to get attention. [Explanation]

Client:

Now that might very well be what she's doing. She's so whiney and crying all the time; she probably doesn't get any good attention, you know, from being a good wife, so it probably is what she's doing. Then maybe I should be more understanding.

Counselor:

Perhaps you're feeling like you're not doing enough to really help her. [Reflection]

Client:

Yeah, but then some times I just feel like I'm doing more than I probably should be doing.

Counselor:

Well, I don't exactly understand. What is it you feel like you're doing? [Clarification]

Client:

Well, I don't know. Maybe I'm not, but it just seems like, well, after you mentioned that thing about getting attention, maybe I'm just feeling that maybe I'm letting her make appointments and come in and ... not even make appointments ... sometimes she just walks in my office and sits down in the chair and either starts whining or bawling. And I just let it go on. You know, maybe I'm feeding that attention. Maybe I should confront her and let her know how I feel.

Counselor:

You are contributing to the very problem you're talking about. [Interpretation]

Client:

Yeah. But that's exactly the way I feel, I guess. But I'm still adding to the problem, rather than trying to deal with it. I guess that's since I decided that it's as much my problem as it is hers that I should do something about it. Maybe I should make an appointment with her and have her come in and talk to her about the way I feel and just tell her what I would be willing to give in a relationship between the two of us in meetings or in conversations and just tell her what I'm going to be saying, what I'm going to be doing. She'll have to decide how she's going to deal with it. But then can I come back and talk to you about it some more?

Counselor:

Sure. I think that sounds like a really good idea. Why don't you do what you've decided and we can talk about it next week and see what happens. [Assurance]

MODULE 3.2

TOPIC

Develop empathic counselor behavior.

LEARNING OBJECTIVE

The trainee will be able to demonstrate an awareness of empathic behavior with a client in a taped interview.

RATIONALE

Empathic behavior is a necessary attribute of a good counselor. To be empathic is to communicate to the client that the counselor understands the client's situation, perceives the client's feelings and attitudes, and sees the world as much as possible from the client's point of view. It is necessary in a counseling situation that the client sense empathic understanding from the counselor or effective communication is impaired.

PREASSESSMENT

(1) Define empathy and unconditional positive regard as you understand the terms.

(2) Make a counseling tape demonstrating adequate empathic behavior according to the criteria below.

Criteria for Evaluation

The trainee will obtain an average score of level three or above on a scale of one to four (described below) as evaluated by three judges or supervisor (see criteria for evaluation of empathic counselor behavior in Appended Materials):

a. Level 1. The verbal and behavioral expressions of the counselor either do not attend to or detract significantly from the verbal and behavioral expressions of the client in that they communicate significantly less of the feelings than the client has communicated himself.

b. Level 2. While the counselor responds to the expressed feelings of the client, he does so in such a way that he subtracts noticeable affect from the communications of the client.

c. Level 3. The expressions of the counselor in response to the expressed feelings of the client are essentially interchangeable with those of the client in that they express essentially the same effect and meaning.

d. Level 4. The responses of the counselor add noticeably to the expressions of the client in such a way as to express feelings a level deeper than the client was able to express himself.

LEARNING ACTIVITIES

Learning Activity One

Refer to the Glossary of Terms and learn the meaning of empathy and unconditional positive regard.

Learning Activity Two

After each client statement, there are three responses that reflect different levels of empathy. Rank each response according to level given in the Preassessment.

a. Client: I think I'm going to quit school. I am failing two courses and besides, I'm sick of the whole mess.

Counselor:

_____1) Is the best solution to run away from your problems?

_____2) You're feeling discouraged because you're behind in your studies and you can't see an end to it.

_____3) Then you won't be going out for football?

b. Client: I feel so depressed about my job. I just don't know what to do.

Counselor:

_____1) There seem to be a lot of problems at work that are really getting you down.

_____2) Yeah. I'm getting depressed just being here with you.

_____3) The problems at work are making you feel helpless in anything else you try to do.

c. Client: It's great! My husband and I haven't shouted at each other since last week. The kids are getting along better too.

Counselor:

_____1) You must have quit nagging him.

_____2) You really see a lot of improvement in your relationship.

_____3) You see a lot of good changes—the attitude of the whole family seems much better.

Answers

a.	1)	2	b.	1)	3	c.	1)	1
	2)	3		2)	1		2)	3
	3)	1		3)	4		3)	4

Learning Activity Three

Listen to professional counseling tapes and see if you can distinguish different levels of empathic responses. Discuss the tapes with a counselor and evaluate them.

Learning Activity Four

Practice the different levels of empathic responses in a role-playing setting. Evaluate the tape and determine areas of improvement using the criteria listed in the Preassessment.

Learning Activity Five

Read the Empathy transcript in Appended Materials following this module.

POSTASSESSMENT

Complete Preassessment.

APPENDED MATERIALS

EVALUATION CRITERIA FOR EMPATHIC COUNSELOR BEHAVIOR

Instructions

Each counselor response can be evaluated for its level of empathy. The Preassessment defines each of four such empathy levels. Rate the trainee's responses at one of the four levels. Also provided is space for your overall rating of the trainee.

	Level 1	Level 2	Level 3	Level 4
Response #1	_____	_____	_____	_____
#2	_____	_____	_____	_____
#3	_____	_____	_____	_____
#4	_____	_____	_____	_____
#5	_____	_____	_____	_____
#6	_____	_____	_____	_____
#7	_____	_____	_____	_____
#8	_____	_____	_____	_____
#9	_____	_____	_____	_____
#10	_____	_____	_____	_____
#11	_____	_____	_____	_____
#12	_____	_____	_____	_____
#13	_____	_____	_____	_____
#14	_____	_____	_____	_____
#15	_____	_____	_____	_____
#16	_____	_____	_____	_____
#17	_____	_____	_____	_____
#18	_____	_____	_____	_____
OVERALL RATING	_____	_____	_____	_____

TRANSCRIPT: EMPATHY

This tape transcript illustrates different levels of empathic counselor responses. Five separate examples of client/counselor interchanges are given. The client states her concerns and the counselor responds at one of the four empathy levels as described in the Preassessment. Four different responses for each client's statement are given. Try to identify the level at which you feel the counselor was responding. After each response, the counselor will state the level at which she feels she was functioning.

Example #1

Client:

I just don't know if I'm right or wrong feeling the way I do. But I find myself withdrawing from people. I don't seem to socialize and play their stupid little games any more. I get upset and come home depressed and have headaches. It all seems so superficial. There was a time when I used to get along with everybody. Everybody said, 'Isn't she great? She gets along with everybody. Everybody likes her.' I used to think that was something to be really proud of, but that was who I was at the time. I had no depth. I was what the crowd wanted me to be, the particular group that I was with.

Counselor:

You've changed a lot. There are a lot of things that you want to do, but no longer can.

Level Three.

You're sure who you can't be any longer, but you're not sure who you are; still hesitant as to who you are yet.

Level Four.

Who are these people that make you feel angry? Why don't you tell them where to get off? They can't control your existence. You have to be your own person.

Level One.

So you have a social problem involving interpersonal difficulties with others.

Level One.

Example #2

Client:

Sometimes I question my adequacy of raising three boys, especially the baby. I call him the baby; well, he's the last. So I know I kept him a baby longer than the others. He won't let anyone else do things for him. Sometimes if someone else won't shut the door, he says he wants mommy to do it. If he closes his door, I have to open it. I encourage this; I do. I don't know if this is right or wrong. He insists on sleeping with me every night and I allow it. And he says when he grows up, he won't do it any more. Right now he's my baby and I don't discourage this very much. I don't know if this comes out of my needs or if I'm making too much out of the situation or if it's going to be a handicap when he goes to school, breaking away from me. Is it going to be traumatic for him? I do worry more about my children than I think most mothers do.

Counselor:

So you find yourself raising a lot of questions as to whether what you are doing right now is right for your child.

Level Three.

Is it perhaps possible for you to have the child become in involved in situations such as some experiences at the public park where the child could play and perhaps at a distance you could supervise where the child could gain some independence?

Level Two.

Could you tell me, have you talked to your husband about this?

Level One.

While you're raising a lot of questions about yourself in relation to your youngest child, you're asking some more basic questions about yourself in relation to you. In lots of ways you're not certain where you're going, not sure who you are.

Level Four.

Example #3

Client:

I get so frustrated and mad with my daughter. I just don't know what to do with her. She's bright and sensitive. Some things that she does just make me get so on edge. I can't handle it some times. I just get more and more angry. She won't do what I tell her to do and she just tests limits like mad. I scream and I yell at her and I lose control and I think there's something wrong with me. Maybe I'm not an understanding mother or something. What potential! What she could do with herself. There are times when she doesn't use what she's got. She gets by too easy. I just don't know what to do with her. And then she could be so nice. Or also she can be as ornery as she wants to. And then I scream and yell until I'm about ready to slap her across the room. I just don't like to feel this way. I don't know what to do with it.

Counselor:

So you find yourself screaming and yelling at your daughter more frequently during the last three months.

Level Two or Three.

Why don't you try giving your daughter some very precise limitations? Tell her what you expect from her and what you don't expect from her, no excuses.

Level Two.

While she frustrates you, what you're really asking is, how can I help her? How can I help myself, particularly in relation to this kid?

Level Four.

While she makes you very angry, you really do care what happens to her.

Level Three.

Example #4

Client:

I've been doing so much better since I've been seeing you. You seem to understand me so well. It's just great! I feel like I'm coming alive again. I haven't felt this way in so-o-o long.

Counselor:

Gratitude is a natural emotion.

Level One.

This is quite nice, but remember, unless extreme caution is exercised, you may find yourself moving in the other direction.

Level One.

Hey, that's a good feeling!

Level Three.

Hey, you know, I'm as thrilled to hear you talk about this the way you are. I'm pleased that I am able to be helpful. I hope we can continue to work together.

Level Four.

Example #5

Client:

[silence, coughing, edginess]

Counselor:

You are finding it hard to talk about what you are feeling right now.

Level Four.

A penny for your thoughts.

Level One.

Are you nervous? Maybe you haven't made the progress here that we'd hoped you had.

Level Two.

You just don't know what to say.

Level Three.

MODULE 3.3

TOPIC

Discern non-verbal communication.

LEARNING OBJECTIVE

The trainee will conduct a counseling interview on video tape demonstrating positive use of non-verbal behavior (body language).

RATIONALE

Body language (Kinesics) is one form of communication between counselor and client. Many movements have adaptive, expressive, or defensive functions. A counselor should be aware of his non-verbal communication with the client. If the counselor is aware of his non-verbal signals, he can achieve greater control over himself and thus function more effectively in a therapeutic relationship.

PREASSESSMENT

(1) List and explain the probable meaning of five examples of non-verbal communication which might be observed in a counseling session.

(2) Make a video tape demonstrating use of positive non-verbal behaviors according to the criteria below.

Criteria for Evaluation

The trainee will obtain an average score of two or above on a scale of one to three on each of the following as evaluated by three judges or supervisor (see criteria for evaluation of non-verbal communication in Appended Materials):

a. Did the trainee appear relaxed and self-confident throughout the session?

b. Did the trainee maintain appropriate eye contact with the client?

c. Did the trainee refrain from distracting behaviors such as finger-tapping, pencil chewing, etc.?

d. Did the trainee refrain from blocking types of behavior, i.e., shifting away from client or inattentiveness?

e. Did the overall non-verbal behavior of the trainee generally seem to facilitate communication?

LEARNING ACTIVITIES

Learning Activity One

Read at least two of the following suggested references:

Dittman, A. M. Parloff and D. Boomer. "Facial and Bodily Expressions; A Study of Receptivity of Emotional Cues," Psychiatry, XXVII, (1965).

Mahl, G. F. "Gestures and Body Movements in Interviews," Research in Psychotherapy, III, A.P.A., (1966).

Wachtel, P. L. "An approach to the Study of Body Language in Psychotherapy," Psychotherapy, IV, 3, (1967).

Learning Activity Two

Observe at least two counseling sessions and list all non-verbal be behaviors in the context of verbal discussion.

Example. When client discussed her mother, she (1) crossed her legs and began to swing her leg; (2) diverted her eyes to the floor.

The list should be discussed with a counselor and possible meanings of non-verbal behavior should be determined.

Learning Activity Three

Listed below are positive and negative counselor responses to client's discussions. Circle the responses which would most generally be considered positive*.

a. Legs uncrossed, arms resting on armrests

b. Leaning forward in the chair

c. Shifting body away from the client

d. Folding arms over chest

*Please remember that the six behaviors listed are not necessarily negative or positive in all situations.

e. Eye contact with client

f. Moving a hand to cover a portion of the face

Answers

a, b, e

Learning Activity Four

Role-play a counseling situation demonstrating use of positive non-verbal behaviors. It would be helpful if a counselor or supervisor could observe in order to give feed-back.

POSTASSESSMENT

Complete Preassessment.

APPENDED MATERIALS

CRITERIA FOR EVALUATION OF NON-VERBAL COMMUNICATION

		3 Very Good	2 Average	1 Poor
a.	Did the trainee appear relaxed and self-confident throughout the session?			
b.	Did the trainee maintain appropriate eye contact with the client?			
c.	Did the trainee refrain from distracting behaviors such as finger-tapping, pencil chewing, etc.?			
d.	Did the trainee refrain from blocking types of behavior, i.e., shifting away from client or inattentiveness?			
e.	Did the overall non-verbal behavior of the trainee generally seem to facilitate communication?			

MODULE 3.4

TOPIC

Establish short-term goals.

LEARNING OBJECTIVE

The trainee will make a tape demonstrating his ability to help the client establish specific short-term goals.

RATIONALE

It is important to be able to point out alternative actions for or with the client. Short-term goals, when decided upon and agreed to by the client, aid in movement toward solving problems. Goals or plans of action should be made on an individual basis, keeping in mind the client's particular abilities to deal with his problems. As these goals are reached, the client tends to become more self-confident about his ability to handle his own problems without assistance.

PREASSESSMENT

Make a tape demonstrating your ability to help a client establish specific short-term goals according to the criteria below.

Criteria for Evaluation

The trainee will obtain an average score of two or above on a scale of one to three on each of the following as evaluated by three judges or supervisor (see criteria for evaluation of short-term goals in Appended Materials):

a. Did the counselor refrain from imposing goals on the client?

b. Did the counselor guide the client to an appropriate goal (i.e., not too easy or too difficult)?

c. Did the counselor help the client understand the relationship between the goal and immediate problem?

d. Did the client appear comfortable with the course of action needed to reach the goal?

e. Did the counselor get a commitment from the client to action?

LEARNING ACTIVITIES

Learning Activity One

Listen to three tapes or observe three counseling sessions and see if the counselor helped the client arrive at specific things to work on in attacking the client's problem. See if you can think of any other possible assignments. Did the client agree to do the assignments or were they forced on him?

Learning Activity Two

Think of some personal problems you are having and try to establish short-term alternatives and/or goals for yourself.

Learning Activity Three

Read the short-term goals transcript in Appended Materials.

POSTASSESSMENT

Complete the Preassessment.

APPENDED MATERIALS

CRITERIA FOR EVALUATION OF SHORT-TERM GOALS

		3	2	1
		Very Good	Average	Poor
a.	Did the counselor refrain from imposing goals on the client?			
b.	Did the counselor guide the client to an appropriate goal (i.e., not too easy or difficult)?			
c.	Did the counselor help the client understand the relationship between the goal and immediate problem?			
d.	Did the client appear comfortable with the course of action needed to reach the goal?			
e.	Did the counselor get a commitment from the client to action?			

TRANSCRIPT: SHORT-TERM GOALS

This tape transcript illustrates the way in which a counselor can help his client reach some decision concerning what to do about a problem the client is experiencing. As you listen to the tape, keep in mind the criteria for establishing short-term goals as described in the Preassessment.

Client:

Well, what I wanted to talk to you about today, we talked about before. It's just that it's getting worse. So I think I'll try to see what I can do about it.

Well, I told you before that I'm working on this job. I'm an assistant in a school and the lady that I work for, who is a teacher, is just driving me crazy. And I just feel real frustrated and everything, and I don't know what to do about it.

Counselor:

What kinds of problems are frustrating you? I mean, can you tell me something about the problem?

Client:

Well, this is a school for junior high kids who have been expelled from public school and so you'd think the children would be kind of hard to deal with. But I haven't found them that way at all. Now, sometimes I can see, you know, where they don't do exactly the right thing. But they don't seem to be bad kids. They cooperate and they work hard and they're quiet. But this lady that I'm teaching with, like, any chance she gets to get away from the kids, she starts cutting them down and telling me how to treat them and the fact that you can't trust them and they'll just take advantage of you. I just don't find them that way. And I'm really getting tired of her coming in and talking to me like that.

Counselor:

It's really frustrating then for you to be able to treat your students in one situation and another time you enjoy your students in working with them and then having to go in and listen to her run them down.

Client:

Yeah. I just don't see why she does it. I've watched her teach and she seems to be real nice to the kids and they like her. But when she comes in, she seems to just want to dump

everything on me or whoever's in there when it's not really necessary. I don't see that she has that many complaints.

Counselor:

It's really hard for you to understand why it's bothering her when you're having such a good experience with the kids.

Client:

Yeah. All I know is she's really bothering me and I just wish she'd quit talking to me like that.

Counselor:

What are some things you think that you could possibly do about that situation? Do you have any alternatives? Have you thought about anything you could do?

Client:

Yeah, I've thought about a lot of things. I'd like to just quit.

Counselor:

Well, I suppose you could quit. Do you need the money? Do you need to work?

Client:

Yeah. That's the reason I have it, because I do need the money and I had to look real hard for this job and I'm afraid to give it up because I don't know if I could find anything else. Besides, I like working with the kids. So, I'd like to stay with it if I could.

Counselor:

O.K. Well, that probably doesn't sound like a very good alternative then. Is there something else that maybe you can think of that you could do?

Client:

Well, sometimes I get so mad that I feel like I should just tell her off and just tell her that she's being dumb and that she's just being picky and she isn't really understanding the kid and that she's being unfair. And she's causing a lot of the trouble herself; and just tell her off.

Counselor:

What do think would happen if you did that?

Client:

Well, two things, I guess. She'd have me fired. I don't think she'd do that, though, because I think she's too afraid that the administration might think it was her. And I guess what she would do probably would be just to start trying to undermine me and, you know, being nasty to me and just making it generally unpleasant on the job much more than what she's doing now. You know, she would be just a whole lot more open about what she's doing.

Counselor:

So, probably by confronting her like that you'd make her mad at you and the two of you would probably really clash and not accomplish anything. And it's the kids, really, that you're trying to work together for. So, that probably wouldn't be very well either. Hm-m-m, there's got to be something else that you could do. You can't quit—and if you can't confront her, then what do you think you could do?

Client:

Well, I guess I could just do the best I can. You know, like go ahead and keep on treating the kids the way that I think is right and trying to get to know them and treating them right. That's the one thing I can do; it's up to me. I can do that. But as far as she's concerned, I guess that if she comes and starts talking to me and being real catty and undercutting of the children, I could just say something, like: 'Gee, I don't feel that way about them. They seem to be very cooperative,' and then maybe give an example to her of what I am talking about.

Counselor:

Just be real positive, then, when she demonstrates that negative behavior.

Client:

Yeah. I think maybe I could help her see that they're not really that bad.

Counselor:

So you might be able to accomplish two things: you might be able to help her as well as help yourself then.

Client:

Yeah, I think I could do that.

Counselor:

Do you think you'd be comfortable with that?

Client:

Yeah. One thing, I sure do need to do something because as it is, I'm just sitting there and getting angry and not doing anything. And maybe you're right. Maybe I could sort of help bring her around by just being positive.

Counselor:

I think this goal that you've come up with is really an appropriate goal. Do you think you can go through with that, say, this week?

Client:

Yeah. Maybe we could talk about it again next week and you could give some more hints about what I could do.

Counselor:

I'd be glad to.

MODULE 3.5

TOPIC

Integrate counseling skills.

LEARNING OBJECTIVE

The trainee as counselor will make a video tape of a counseling interview demonstrating his ability to integrate the skills mastered in Modules 3.1 through 3.4.

RATIONALE

In order for a counselor to function effectively as a therapist he must possess at least the four skills and characteristics listed in the Preassessment. These skills and characteristics are basic to helping a client move in a more positive direction and learn to deal with his problems or his concerns differently.

PREASSESSMENT

The trainee as counselor will make a video tape of a counseling interview in which he demonstrates his ability to integrate the characteristics and skills necessary for counseling as listed below.

Criteria for Evaluation

The trainee will be evaluated by three counselor judges or supervisor according to the criteria listed in the preassessments of Modules 3.1 through 3.4.

a. Use of Leads/Responses

b. Use of Non-verbal Communication

c. Empathic Behavior

d. Ability to Aid in Establishing Short-term Goals

LEARNING ACTIVITIES

From your performance on the Preassessment, determine with the help of your supervisor those areas which need improvement. For each area needing improvement, complete the designated module according to the criteria listed in each module's preassessment.

POSTASSESSMENT

Complete Preassessment.

Role Statement 4.0

Demonstrate ability to conduct a guidance interview to achieve a specific end

MODULE 4.1

TOPIC

Conduct an interview assisting an adult in self-awareness.

LEARNING OBJECTIVE

The trainee will be able to demonstrate ability to conduct an interview for the purpose of aiding an adult to become cognizant of self in relation to career alternatives commensurate with cognitive abilities.

RATIONALE

In order to attain the above objective, it would seem most logical to begin from the perspective of personal growth. This process involves many aspects. It is the primary responsibility of the counselor to aid in any way possible toward this personal growth with a client. Therefore, it must be stated that career counseling involves many components dealing with the rest of the life style of a person such as: marriage/family, community, religion, social development, consumerism, avocational interest, and citizenship.

If you are in the position of taking time individually with your client, these aspects of his/her life must be looked at in preparing an assessment toward career areas. The alternative to doing a good job in this area (of looking at your client's entire life style and value system as well as his cultural perspective) is only counseling toward the job market and his quick employment. This could involve the possibilities that (a) he will not even finish his course of study or (b) that after training, he will not actually join the work force in his studied field because of a conflict with one of the above life-style aspects or a value that conflicts with generalized American cultural patterns.

Along with values and life style, his entry level educational attainments must be assessed and considered. This area may lie within the boundaries of local adult basic education programs and therefore this module will contain suggestions as to how you will be able to make referral into a program like this if the need exists.

As you can see, there are many components which go into good career counseling. The major point is to go about this in a manner which preserves the dignity of the individual and those positive and ego-reinforcing aspects of his personality that he already has when he comes to you.

Motivation is an unknown quality and has been known to allow success when all the odds are that the individual has no real cognitive qualifications for choosing a field of study and work. Keeping in mind that we are not somehow infallible, we must proceed to do the best possible counseling job we know and most importantly, to keep our empathetic approaches in line with the life style, values and personality of our clients.

PREASSESSMENT

In order to assess yourself in a practical manner as to your own abilities in interviewing and career planning with an undereducated adult, you will be presented with a case study and asked to draw some conclusions from it. Though you may not feel initially that some of the questions are relevant to career counseling, you will soon begin to empathize with the student who feels goal-less upon entering your office. You should be able to answer the questions with one hundred percent accuracy in order skip the learning experiences.

(1) What conclusions can you draw from the information given in the case study? This should be done in writing and corrected in conference with your supervisor.

(2) What questions would you have to ask—not included in the following information—to make a training and career recommendation that would be congruent with the whole life-style of your client?

Case Study

Your client is male, aged thirty-four years. He has completed ninth grade in high school and has worked for twelve years with one company in the lumber industry. He began as a choker setter and ended his employment with the company as the supervisor of a logging crew.

Due to a lower back injury and consequent hospitalization, he is now a workman's compensation case. They state that he has a fifty percent disability and he may not lift more than fifteen pounds of weight. He cannot get work in the lumber industry as most are not willing to hire a person who can no longer be fully covered under the workman's compensation program.

He has no exact idea what his interests are except that he enjoys being outdoors and does not envision himself as an "office worker" at a desk. His major concern is that he become employable so as to be able to support his wife and four children again. His attitude is alert, rather nervous, and definitely enthusiastic about further training.

LEARNING ACTIVITIES

In your search for increased competency, it is suggested that you take part in all of the following avenues of search. If you and your supervisor conclude that only certain areas are relevant to this end, then choose those learning experiences you both feel are needed.

Learning Activity One

Spend a minimum of fifteen hours in your local adult basic education learning lab or classroom. Interview and tape record material you feel is relevant to career planning three students while keeping in mind:

1. cultural base and value system of the student
2. linguistic style and ability to speak, read, and write English
3. general life style
4. areas of enthusiasm where work or past experience is involved
5. previous counseling experiences and outcomes from those experiences
6. general attitude toward life and any goals the student has already set

POSTASSESSMENT

(1) Retake the Preassessment and compare with your supervisor the results with your initial responses.

(2) In addition, answer the following questions in writing.

a. What is a cognitive skill?

b. What is a value system?

c. What approaches would you now take that are different than before you were exposed to this module when you are working with a person such as the one described in the case study?

MODULE 4.2

TOPIC

Conduct an interview assisting an adult in establishing long- and short-term goals.

LEARNING OBJECTIVE

Trainee will demonstrate the ability to assist adults in establishing long- and short-range career goals.

RATIONALE

Many undereducated adults are disadvantaged because of a lack of education, but the root of the problem does not fall totally in this realm. It falls in the affective areas of the client's feelings about learning and in his lack of experience in planning his life and career goals in a long- and short-term manner.

As an adult counselor, especially if your background favors humanistic or existential psychology, you may balk at the idea of counselor-set, rather than client-set, goals. You should. It is your task, rather, to provide the client with the process of goal making; it is not your task to set the goals for him.

The knowledge of the process is pure gold to a person who has grown up without the implicit understanding of goal-setting. The knowledge gained below the level of consciousness and at an impressionable age allows him either to know about short- and long-term goal setting or is a piece of information left out of his life-knowledge. It depends, of course, on whether or not his parents know, and through conversation in his hearing, impart the understanding that first a person must do "this" in order to gain "that" end he desires.

This is a difficult process to explain simply because it seems to be either something someone has, or doesn't have. It is a fact seen every day by adult basic education instructors whose clients enter the learning arena without the foggiest notion of what they need to gain by being there. Many times a social agency has provided them with funding to attend and they are there simply because they are reimbursed for their time spent there. Sometimes they have a feeling that in order to enter a training program they must complete an adult high school diploma or GED; but it is just that—a vague feeling without the accompanying planning that says it is one step in the direction to a new career or some new learning that offers different career options at the end of the training period.

In short, you will meet persons in need of counseling who are basically pretty goal-less. If they have a goal at all, it is generally very short-term (now, to two years from now) and has no long-range (three to five years) congruency. It will be the process of this module to allow you to experience persons who are goal-less, and therefore sometimes in a state of disequilibrium verging on identity crisis. They do relate "school" with their own failures in the past, for inevitably the ABE student has not finished high school and has had failure experiences socially, academically, or both.

Because this is an area much discussed among adult educators and with little information as to how to counsel it away, it is hoped that your suggestions will be offered to your supervisor. Hopefully, the learning experiences included here will also aid in the counseling situation and from them your own style of dealing with the person's problem will ensue.

PREASSESSMENT

Answer the following questions with eighty percent accuracy.

(1) In an interview situation, what approaches would you use to establish whether or not the client is without long- and short-range goals?

(2) How do values relate to career planning and goal setting?

(3) If presented with a person who does seem goal-less, what methods can be used to aid him or her in establishing goals?

(4) What types of motivations can you provide your client toward the need to <u>set</u> long- and short-range goals?

(5) How can your coordination with your client's instructors aid you in understanding and aiding him or her toward a conscious career goal?

LEARNING ACTIVITIES

Take part in all of the following and in sequence.

<u>Learning Activity One</u>

a. Observe, for at least ten hours, counseling sessions which involve groups or individuals who are planning careers and the accompanying training. List the test given by the counselor.

b. Critique each session as to how successful you feel the approaches were with the client.

c. List the approaches you would incorporate in your own sessions with the same client you have observed.

Learning Activity Two

a. Visit, at least four 1-hour sessions, your adult basic education learning center and observe one student who has undergone goal-setting counseling.

b. List the behavioral changes you see—negative or positive—and advance a counseling plan (in theory and on paper) to your supervisor for hypothetical use with this student-client.

Learning Activity Three

a. Under supervision, student-counsel with a person for a minimum of ten hours. This should be done with your trainer sitting in on the first information-gathering session.

b. After this session, submit a counseling plan and approaches to your supervisor for his or her approval and employ those which meet with the supervisor's satisfaction.

POSTASSESSMENT

Retake the Preassessment.